

**U.S. DEPARTMENT OF ENERGY
NATIONAL NUCLEAR SECURITY ADMINISTRATION
NEVADA OPERATIONS OFFICE**

MANUAL

NV M 310.XA

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**MANAGERIAL SUCCESSION
PLANNING MANUAL**



**INITIATED BY:
Human Resources Division**

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1. OBJECTIVES.

- a. The purpose of the Managerial Succession Planning Program in the National Nuclear Security Administration Nevada Operations Office (NNSA/NV) is to ensure a ready pool of internal talent for Division Director, Deputy Assistant Manager, and Assistant Manager positions. This organization is fully committed to equal employment opportunity for all employees.
- b. Additionally, this organization is firmly committed to helping employees develop their potential, so they are prepared and qualified to assume positions in line with managerial and organizational needs.

2. CANCELLATION. NV M 310.X, SUCCESSION PLANNING MANUAL, dated 11-16-98.

3. APPLICABILITY.

- a. This Manual is applicable to all employees who currently hold or have held a permanent GS-14 or non-supervisory GS-15 position within NNSA/NV who wish to participate. Employees in these positions may elect not to participate in the Managerial Succession Planning Program. Once enrolled in the program, an employee may, at any time, decide not to participate. Once leaving the program, the parameters of this Manual will no longer apply, and the associated database will not be maintained.
- b. GS-13s who aspire to be Team Leaders may also find the training identified in the Team Leader Generic Development Plan (GDP), Attachment 1, useful as an individual development planning tool. GS-13 employees may receive the courses in the Team Leader GDP providing the courses enhance the performance of employees' current positions and there are sufficient assets in the administrative allocation of the training funds.
- c. Participation in the Managerial Succession Planning Program does not guarantee promotion.

4. REQUIREMENTS.

- a. As stated in the objective, NNSA/NV's goals are to develop internal leadership and managerial talent which will provide for the completion of its immediate missions and will also carry the organization into the future. This posture has

been significantly reinforced in the last few years, as the organization has witnessed an exodus of long-term expertise as a result of downsizing programs. This trend is likely to continue if NNSA experiences further staffing reductions.

- b. As management and leadership positions have been vacated, the need for standardized competencies and performance levels for Team Leaders and First Line Supervisors has emerged. These competencies and their associated training and development requirements, have formed the basis of the Managerial Succession Planning Program.
- c. Core training requirements are identified in the attached GDPs for Team Leaders and First Line Supervisors (Attachments 1 and 2). These GDPs are analogous to building blocks. The First Line Supervisor training requirements are founded upon those of the Team Leader. Therefore, even though the Managerial Succession Planning Program focuses on the training and development needs of first line supervisory positions, those needs cannot be met without ensuring the training and development needs of the Team Leader are initially completed. Participating employees will, therefore, be asked to ensure mastery of the criteria for each GDP with the recognition they are hierarchical in nature.
- d. The following are requirements of the program:
 - (1) The **employee** will sign a Declaration of Intent (Attachment 3) to either participate or not and will forward the statement to the Human Resources Division (HRD) for action.
 - (2) The Declaration of Intent triggers **HRD personnel** to establish a database for the employee founded upon historical training records.
 - (3) Participating **employees** will review the core training requirements and the professional development recommendations specified in the Team Leader and First Line Supervisor GDPs, Attachments 1 and 2, and make a list of training needed to support their development.
 - (4) The **employees** will discuss the proposed training and development assignments, if any, with their **Supervisors** and add mutually agreed upon requirements to their Individual Development Plans (IDP). The

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Supervisor and employee will determine which are the priority training and development requirements to be completed within approximately 2 years.

- (5) The **employee and the First and Second Line Supervisors** will sign the IDP and forward a copy to **HRD**. The **Supervisor** will coordinate priority training needs with the respective **Assistant Manager** to ensure adequate funding of priority training and development requirements for the employee. The **Supervisor** will also assist the employee in developing a strategy for completing required activities and readings.
- (6) **HRD personnel** will screen the IDPs and incorporate the requirements into the Annual Needs Assessment. Where there are high-density needs and sufficient available funds, the Training and Development Program will provide the courses and/or activities locally.
- (7) **HRD personnel** will provide advice and assistance to the employee and the First and Second Line Supervisors regarding training activities.
- (8) The **employee** will initiate a Form NV-78, Training Request, for all priority training indicated on the IDP and send the form to **HRD**. The employee will also submit a statement(s) to the **Supervisor** indicating when required activities and readings have been completed or when requesting a training equivalency (Attachments 4 and 5). The **Supervisor** will review the NV-78 and validate the activities/readings on the Program Requirement Form completion form. Upon approval or validation, the forms will be forwarded to HRD personnel for action.
- (9) **HRD personnel** will enter courses and activities/readings completion dates into the Employee Development Files and into the Managerial Succession Planning database.
- (10) On a periodic basis, **HRD personnel** will administer a specialized performance assessment on leadership and managerial competencies. These are instruments that assess demonstration of competencies which have been determined to be fundamental for supervisory/managerial positions within the organization. The slate of competencies to be evaluated will vary with each specialized assessment cycle. This will provide valuable feedback to the employee and to the First Line

Supervisor for developmental purposes. Also, it will prove useful to the Selecting Official when filling a vacancy by allowing the official to see, over time, how the employee is progressing on acquiring the required competencies. The specialized assessment will be conducted by a group of peers or team members. **Assessment evaluators** are charged with providing a review which is as accurate as possible of the employee's performance of the competencies.

- (11) When there is a vacancy at the GS-15 level, the **Supervisor**, in conjunction with **HRD personnel**, will develop a vacancy announcement and assessment questions. The vacancy announcement will invite all applicants to submit any documentation that demonstrates their qualification for a supervisory position. For critical technical positions, the **Federal Technical Capability Agent** will review the crediting plan to ensure technical competencies are adequately addressed. Then, as is the usual practice for any competitive staffing action, **HRD personnel** will complete the rating and ranking process and forward the Selection Certificate to the Selecting Official. For each participant of this program on the Selection Certificate, **HRD personnel** will also forward the Managerial Succession Planning data. Those applicants who are not participating in the Managerial Succession Planning Program will have equal competitive rights.
- (12) The **Selecting Official** will review all materials provided. Using the Managerial Succession Planning data as an additional piece of information in the selection process, the Selecting Official must weigh the importance of the technical aspects of the job, as well as those aspects requiring leadership and managerial competencies.
- (13) On behalf of the NNSA/NV Manager, **HRD**, with assistance from the **Federal Technical Capability Agent**, will periodically evaluate the program. Program validity and reliability information will be reported directly to the NNSA/NV Manager.
- (14) **Employees** may review their own Managerial Succession Planning database at any time.

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5. RESPONSIBILITIES.

- a. Employee. Participates with the Supervisor in documenting leadership/managerial training needs on the IDP. Secures required and professional development training and ensures it is accurately reflected in the Managerial Succession Planning database.
- b. Assistant Manager. Ensures adequate funding of priority training for participants in the Managerial Succession Planning Program.
- c. First Line Supervisor. Ensures employee's developmental needs in the areas of leadership and management are defined on the IDP and helps the employee, by working with the Assistant Manager, to secure the training required in support of the program.
- d. Training Manager. Establishes and maintains the Managerial Succession Planning data. Assists employees in the identification of training and developmental activities to help them complete Managerial Succession Planning Program requirements.
- e. Director, HRD. Ensures the Managerial Succession Planning data is current. Provides Selecting Officials with data for each participating candidate on the Selection Certificate. Evaluates the program periodically for the NNSA/NV Manager.
- f. Selecting Official. Makes a selection for a job vacancy considering all relevant information, including Managerial Succession Planning data.
- g. Federal Technical Capability Agent. Reviews the assessment questions for critical technical positions and assists in periodic program evaluations.
- h. NNSA/NV Manager. Ensures the implementation of the Managerial Succession Planning Program.

6. REFERENCES.

- a. Office of Personnel Management, *Executive Core Qualification Standards*.
- b. Office of Personnel Management, *Management Excellence Competencies*.

- c. "Team Leader Generic Development Plan," Attachment 1.
- d. "First Line Supervisor Generic Development Plan," Attachment 2.
- 7. CONTACT. HRD, Training Manager, (702) 295-2730.
- 8. CONTRACTOR REQUIREMENTS DOCUMENT. None.
- 9. DEFINITIONS.
 - a. Federal Technical Capability Agent. A Senior Line Manager representing an office with defense nuclear safety responsibilities; responsible for overseeing and resolving issues affecting the Federal Technical Capability Program.
 - b. Critical Technical Position. A position that demands technical capabilities critical to ensuring continued safe operations of defense nuclear facilities and that could not typically be replicated within 90 days through formal training or external recruiting.



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**NATIONAL NUCLEAR SECURITY
ADMINISTRATION
NEVADA OPERATIONS OFFICE
(NNSA/NV)
TEAM LEADER
GENERIC DEVELOPMENT PLAN (GDP)**



TEAM LEADER GDP

1. GENERAL INFORMATION.

- a. To accomplish NNSA/NV's multiple missions, it is necessary to have managerial and leadership expertise which can be used to effectively work with, guide, and develop the workforce in a manner providing for both the greater good of the organization and also that of the employees. To increase such effectiveness, it is important all key personnel possess basic fundamental skills and knowledge of management practices. This document establishes Team Leader training and developmental activities in support of those management practices.
- b. Toward this goal, NNSA/NV has established a baseline of competencies, which each Team Leader could reasonably be expected to perform. This baseline of competencies was derived from varied sources, including the Office of Personnel Management (OPM) and the private sector. In the case of OPM, both the Executive Core Qualifications required of Senior Executive Service candidates and Management Excellence Requirements for Supervisors and Managers were used. NNSA/NV Team Leader competencies are listed below:
 - (1) Factors appropriate environment, safety, and health concerns and sensitivities into accomplishing the missions.
 - (2) Positively influences peers, subordinates, and Managers to a given course of action or in a given direction.
 - (3) Envisions the appropriate conclusion to a project and works until the end has been met.
 - (4) Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately.
 - (5) Values and works with people who are culturally diverse.
 - (6) Identifies customer needs and expectations and works in a manner which best provides for their needs without jeopardizing the missions and goals of the organization.

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- (7) Demonstrates ethical behavior. Is honest and forthright in interactions.
 - (8) Positively represents the organization to a variety of audiences to include NNSA Headquarters (NNSA/HQ) and DOE Headquarters (DOE/HQ), oversight organizations, partnering organizations, political representatives, the media, and community activities.
 - (9) Simultaneously coordinates a variety of work activities/programs both within the work unit and also cross-organizationally.
 - (10) Plans work unit activities within a team context.
 - (11) Provides guidance to team members on specific work unit assignments.
 - (12) Monitors project/programs to ensure they are completed in an efficient, effective, customer service-oriented manner.
- c. Each competency is then paired with training and development activities which will be used to strengthen and enhance performance. A core training program for Team Leaders was developed along with a recommended list of supplemental professional development activities. Both were incorporated into this GDP.
2. POLICY. This organization is committed to preparing Managers, Supervisors, and Team Leaders to perform the tasks associated with good management practices. Incumbent Team Leaders and newly appointed Team Leaders must fulfill the requirements of this GDP within 2 years of its issuance or in accordance with the Individual Development Plan (IDP).
 3. APPLICABILITY. This GDP is applicable to all employees who currently hold or have held a permanent GS-14 position within NNSA/NV who wish to participate. This includes Team Leaders and Program Managers with Team Leader responsibilities.
 4. REQUIRED COURSE WORK.
 - a. Pre-Entry Expectations. It was determined any candidate seeking a Team Leader position should possess Competency 4, "Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately." If competency

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assessment results indicates less than satisfactory performance, then training and development activities should be scheduled on the employee's IDP, in conjunction with the core training requirements. Cited below are training courses and minimum hours of training which might fulfill an incumbent's needs in this area. Additionally, it should be noted this competency might be perishable. Therefore, it should be periodically reviewed by the incumbent to determine if continuous training opportunities are warranted.

- (1) Effective Briefing Strategies and/or Techniques (16 hours of related training).
- (2) Effective Writing, Effective Business Writing, or Effective Technical Writing (16 hours of related training).

b. Core Training Requirements. The following courses, or their equivalents, are required for completion of the Team Leader Development Program. The minimum hours required to satisfy these training needs is annotated after each training requirement. Requests for equivalencies will be submitted to the Human Resources Division. After reviewing the employee's training record, the Training Manager will make a determination on the disposition of the request.

- (1) Personnel Management, Human Resources Management, or Personnel Management for Supervisors (the computer-based training program, *Personnel Management for Supervisors*, or a 40-hour personnel management course should be taken within 6 months of assignment as Team Leader).
- (2) Communication Skills (16 hours of related training).
- (3) Project Management (24 hours of related training).
- (4) Coaching Skills (16 hours of related training).
- (5) Team Building (8 hours of related training).
- (6) Equal Employment Office (EEO) and diversity-related training. (There are no minimum hours recommended for this training requirement. This is a continuous training need and courses and/or related events should be taken periodically.)

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5. REQUIRED DEVELOPMENTAL ACTIVITIES. The following activities must be completed within the 2-year window or in accordance with the IDP established for program completion. The Division Director should discuss the key concepts of the activities with the Team Leader after the activities have been completed to ensure adequate performance and comprehension.
 - a. Write a position description.
 - b. Prepare and present a briefing to the Leadership Team or to the Executive Council.
 - c. Perform an Integrated Safety Management Evaluation or develop Business Management Oversight Performance Criteria.
 - d. Participate in at least one EEO/diversity-related event.
 - e. Develop a work plan, write an assessment report, or lead a cross-organizational team.
 - f. Submit award nominations.
 - g. Serve as Acting Division Director.
 - h. Perform one-on-one coaching or performance counseling.
 - i. Participate in a performance appraisal interview.
6. REQUIRED READING. The following documents are applicable to the Team Leader function. The Division Director should ensure the Team Leader comprehends any program delineated in the readings and knows the procedures to follow for related actions.
 - a. DOE M 360.1-1B, FEDERAL EMPLOYEE TRAINING MANUAL, dated 10 11 01.
 - b. NV M 111.XA, FUNCTIONS, RESPONSIBILITIES, AND AUTHORITIES MANUAL, dated 9-7-00.
 - c. NV M 220.XA, DOE/NV OVERSIGHT MANAGEMENT SYSTEM, dated 2-26-01, and Changes thereto.

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- d. DOE/HQ and NNSA/NV Strategic Plans, and NNSA/NV Human Resources Strategic Plan.
7. PROFESSIONAL DEVELOPMENT COURSES. The following is a list of Team Leader competencies and associated training courses which are not included in the core training requirements. It is recommended that during the IDP process, the courses are screened against the professional development needs of the Team Leader and selection for attendance made based upon those needs. These courses are optional to the program and may be taken at any time. However, it is strongly recommended that once the developmental program has been completed, the Team Leader attend at least one course every 2 years.
- a. Competency 1. Factors appropriate environment, safety, and health concerns and sensitivities into accomplishing the missions.
 - Environmental Laws and Regulations.
 - b. Competency 2. Positively influences peers, subordinates, and Managers to a given course of action or in a given direction.
 - Negotiation Skills.
 - Affective Listening Skills and/or Effective Listening Skills.
 - Covey Principles.
 - Clear Writing Through Critical Thinking.
 - Coaching to Increase Productivity.
 - Communicating for Results.
 - Constructive Conflict Resolution.
 - Team Leadership Essentials.
 - Understanding Human Behavior.
 - c. Competency 3. Envisions the appropriate conclusion to a project and works until the end has been met.
 - Management Analysis.
 - Management Techniques.
 - Strategic Planning.
 - Leadership: Change, Challenge, and Empowerment.

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- d. Competency 4. Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately.
- Negotiation Skills.
 - Media Relations.
 - Clear Writing Through Critical Thinking.
 - Grammar and Usage Workshop.
 - Affective Listening Skills.
- e. Competency 5. Values and works with people who are culturally diverse.
- Multiple training courses and events sponsored annually.
- f. Competency 6. Identifies customer needs and expectations and works in a manner which best provides for their needs without jeopardizing the missions and goals of the organization.
- Total Quality Management.
 - Customer Service Orientation.
 - Service Excellence.
 - Strategic Planning.
- g. Competency 7. Demonstrates ethical behavior. Is honest and forthright in interactions.
- Annual Ethics Training.
 - Covey Principles.
 - Managing From the Heart.
- h. Competency 8. Positively represents the organization to a variety of audiences to include NNSA/HQ and DOE/HQ, oversight organizations, partnering organizations, political representatives, the media, and community activities.
- Negotiation Skills.
 - Media Relations.
 - Covey Principles.

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- i. Competency 9. Simultaneously coordinates a variety of work activities/ programs both within the work unit and also cross-organizationally.
 - Time Management.
 - University of California Los Angeles (UCLA) Extension Technical Management Program.
 - Listening Skills.
 - Covey Principles.
 - Effective Work Delegation.
 - Facilitating Work Teams.
 - Benchmarking.
 - Re-Engineering.
 - Supervision and Group Performance.

- j. Competency 10. Plans work unit activities within a team context.
 - Time Management.
 - Introduction to Supervision.
 - Managing Multiple Priorities.
 - Performance-Based Budgeting.
 - Performance-Based Management Contracting.
 - Performance Measurement.
 - Program Planning and Analysis.
 - Transitioning to a Team-Based Environment.
 - Budgeting.

- k. Competency 11. Provides guidance to team members on specific work unit assignments.
 - Alternate Dispute Resolution.
 - Affective Listening Skills.
 - Mediating Employee Disputes.
 - Transitioning to a Team Based Environment.

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- I. Competency 12. Monitors projects/programs to ensure they are completed in an efficient, effective, customer service-oriented manner.
- Assessment Techniques.
 - UCLA Extension Technical Management Program.
 - Practical Statistics.
 - Performance Measurement.

**NATIONAL NUCLEAR SECURITY
ADMINISTRATION
NEVADA OPERATIONS OFFICE
(NNSA/NV)
FIRST LINE SUPERVISOR
GENERIC DEVELOPMENT PLAN (GDP)**



FIRST LINE SUPERVISOR GDP

1. GENERAL INFORMATION.

- a. To accomplish NNSA/NV's multiple missions, it is necessary to have managerial and leadership expertise which can be used to effectively work with, guide, and develop the workforce in a manner providing for both the greater good of the organization and also of the employees. To increase such effectiveness, it is important all key personnel possess basic fundamental skills and knowledge of management practices. This document establishes First Line Supervisor training and developmental activities in support of those management practices.
- b. Toward this goal, NNSA/NV has established a baseline of competencies, which each First Line Supervisor could reasonably be expected to perform. This baseline of competencies was derived from varied sources, including the Office of Personnel Management (OPM) and the private sector. In the case of OPM, both the Executive Core Qualifications required of Senior Executive Service candidates and Management Excellence Requirements for Supervisors and Managers were used. NNSA/NV first line supervisory competencies are listed below:
 - (1) Factors appropriate environment, safety, and health concerns and sensitivities into accomplishing the missions.
 - (2) Positively influences peers, subordinates, and Managers to a given course of action or in a given direction.
 - (3) Adapts to a changing or new situation.
 - (4) Makes a decision and takes actions to ensure its accomplishment.
 - (5) Envisions the appropriate conclusion to a project and works until the end has been met.
 - (6) Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately.

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- (7) Accurately gauges another's sensitivity and/or emotional state and responds in a manner to convey information while lessening tension.
- (8) Values and works with people who are culturally diverse.
- (9) Identifies customer needs and expectations and works in a manner which best provides for their needs without jeopardizing the missions and goals of the organization.
- (10) Demonstrates ethical behavior. Is honest and forthright in interactions.
- (11) Interprets policy, procedures, laws, and the political climate to accomplish work goals.
- (12) Positively represents the organization to a variety of audiences to include NNSA Headquarters (NNSA/HQ) and DOE Headquarters (DOE/HQ), oversight organizations, partnering organizations, political representatives, the media, and community activities.
- (13) Simultaneously coordinates a variety of work activities/programs both within the work unit and also cross-organizationally.
- (14) Prepares, monitors, and implements a budget relating to work activities.
- (15) Identifies and secures material resources necessary for work accomplishment.
- (16) Manages personnel to include identifying occupations and skill mix required to support the work, initiating personnel actions, developing position descriptions, interviewing and selecting employees for vacant positions, and developing staff competencies.
- (17) Supervises employees to include assigning work, monitoring work performance, providing feedback to employees on work performance, providing performance appraisals and interim appraisals, recommending awards, and taking adverse actions, as necessary.
- (18) Monitors projects/programs to ensure they are completed in an efficient, effective, customer service-oriented manner.

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- (19) Assesses/evaluates a program to determine its efficacy.
- c. Each competency is then paired with training and development activities which will be used to strengthen and enhance performance. From there a core training program for First Line Supervisors was developed along with a recommended list of supplemental professional development activities. Both are incorporated into this GDP.
2. POLICY. This organization is committed to preparing Managers, Supervisors, and Team Leaders to perform the tasks associated with good management practices. Incumbent and newly appointed First Line Supervisors must fulfill the requirements of this GDP within 2 years of its issuance or in accordance with the Individual Development Plan (IDP).
3. APPLICABILITY. This GDP is applicable to all employees filling a First Line Supervisor position.
4. REQUIRED COURSE WORK.
- a. Pre-Entry Expectations. It was determined any candidate seeking either a Team Leader or a First Line Supervisor position should possess Competency 6, "Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately." If evaluation indicates less than satisfactory performance of this competency, then training and development activities should be scheduled on the employee's IDP, in conjunction with the core training requirements. Cited below are training courses and minimum hours of training which might fulfill an incumbent's needs in this area. Additionally, it should be noted this competency might be perishable. Therefore, it should be periodically reviewed by the incumbent to determine if continuous training opportunities are warranted.
- (1) Effective Briefing Strategies and/or Techniques (16 hours of related training).
- (2) Effective Writing, Effective Business Writing, or Effective Technical Writing (16 hours of related training).
- b. Hierarchical Training. Additionally, the First Line Supervisor training is hierarchical, building upon that identified for the Team Leader. If the First Line

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Supervisor has not taken the following courses or their equivalents, then the courses should also be included in the development of the First Line Supervisor.

- (1) Personnel Management (the computer-based training program, *Personnel Management for Supervisors*, or a 40-hour personnel management course should be taken within 6 months of assignment as Team Leader).
 - (2) Project Management (24 hours of related training).
- c. Core Training Requirements. The following courses or their equivalents are required for completion of the First Line Supervisor Development Program. The minimum hours required to satisfy these training needs are annotated after each training requirement. Requests for equivalencies will be submitted to the Human Resources Division. After reviewing the employee's training record, the Training Manager will make a determination on the disposition of the request.
- (1) Integrated Safety Management (2 hours of related training).
 - (2) Management Development Seminar (40 hours of related training).
 - (3) Total Quality Management **or** Federal Executive Institute (8 hours of related training).
 - (4) Adverse Actions Workshop (8 hours of related training).
 - (5) Management Effectiveness Strategies (16 hours of related training).
 - (6) Equal Employment Office and diversity-related training. (There are no minimum hours recommended for this training requirement. This is a continuous training need and courses and/or related events should be taken periodically.)
- d. Continuous Training Requirements. The following courses are designed to reinforce perishable skills and should be scheduled periodically on the IDP of the First Line Supervisor.
- (1) Communication Skills (16 hours of related training initially, plus additional training periodically).

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- (2) Coaching Skills (16 hours of related training initially, plus additional training periodically).
 - (3) Team Building (8 hours of related training, plus additional training as the needs of the participant dictate, e.g., change in the composition of the work team).
5. REQUIRED DEVELOPMENTAL ACTIVITIES. The following activities must be completed within the 2-year window established for program completion. The Assistant Manager or Deputy Assistant Manager should discuss the key concepts of the activities with the First Line Supervisor after the activities have been completed to ensure adequate performance and comprehension of associated knowledge.
 - a. Write a crediting plan.
 - b. Interview prospective job incumbents.
 - c. Brief NNSA/HQ and DOE/HQ personnel, congressional representatives, or the media.
 - d. Conduct performance appraisals.
6. PROFESSIONAL DEVELOPMENT COURSES. The following is a list of First Line Supervisor competencies and associated courses which are not included in the core training requirements. It is recommended that during the IDP process, the courses are screened against the professional development needs of the First Line Supervisor and selection for attendance made based upon those needs. These courses are optional to the program and may be taken at any time. However, it is strongly recommended that once the developmental program has been completed, the First Line Supervisor attends at least one course every 2 years.
 - a. Competency 1. Factors appropriate environment, safety, and health concerns and sensitivities into accomplishing the missions.
 - Environmental Laws and Regulations.
 - Resource Conservation and Recovery Act.
 - Clean Air Act.
 - Clean Water Act.
 - Price Anderson.

- b. Competency 2. Influences peers, subordinates, and Managers to a given course of action or in a given direction.
- Negotiation.
 - Affective Listening Skills and/or Effective Listening Skills.
 - Covey Principles.
 - Clear Writing Through Critical Thinking.
 - Coaching to Increase Productivity.
 - Communicating for Results.
 - Constructive Conflict Resolution.
 - Team Leadership Essentials.
 - Understanding Human Behavior.
- c. Competency 3. Adapts to a changing or new situation.
- Change Management.
- d. Competency 4. Makes a decision and takes actions to ensure its accomplishment.
- Problem Solving.
 - Management Analysis.
 - Management Techniques.
 - Supervision and Group Performance.
 - Program Planning and Analysis.
- e. Competency 5. Envisions the appropriate conclusion to a project and works until the end has been met.
- Management Analysis.
 - Management Techniques.
 - Strategic Planning.
 - Leadership: Change, Challenge, and Empowerment.

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- f. Competency 6. Communicates orally and in writing in a clear, succinct, persuasive, non-offending manner. Listens for both material and emotional content and responds appropriately.
 - Negotiation.
 - Media Relations.
 - Clear Writing Through Critical Thinking.
 - Grammar and Usage Workshop.
 - Affective Listening Skills.
- g. Competency 7. Accurately gauges another's sensitivity and/or emotional state and responds in a manner to convey information while lessening tension.
 - Affective Listening Skills.
- h. Competency 8. Values and works with people who are culturally diverse.
 - Multiple training courses and events sponsored annually.
- i. Competency 9. Identifies customer needs and expectations and works in a manner which best provides for their needs without jeopardizing the missions and goals of the organization.
 - Total Quality Management.
 - Customer Service Orientation.
 - Service Excellence.
 - Strategic Planning.
- j. Competency 10. Demonstrates ethical behavior. Is honest and forthright in interactions.
 - Annual Ethics.
 - Covey Principles.
 - Managing From the Heart.
- k. Competency 11. Interprets policy, procedures, laws, and the political climate to accomplish work goals.
 - Management Analysis.
 - Benchmarking.

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- I. Competency 12. Positively represents the organization to a variety of audiences to include NNSA/HQ and DOE/HQ, oversight organizations, partnering organizations, political representatives, the media, and community activities.
 - Negotiation Skills.
 - Media Relations.
 - Covey Principles.

- m. Competency 13. Simultaneously coordinates a variety of work activities/ programs both within the work unit and also cross-organizationally.
 - Time Management.
 - University of California Los Angeles (UCLA) Extension Technical Management Program.
 - Listening Skills.
 - Covey Principles.
 - Effective Work Delegation.
 - Facilitating Work Teams.
 - Benchmarking.
 - Re-Engineering.
 - Supervision and Group Performance.

- n. Competency 14. Prepares, monitors, and implements a budget relating to work activities.
 - Introduction to Federal Budgeting.
 - Performance-Based Management Contracting.
 - Federal Appropriations Law.
 - Contract Law.
 - Contract Officer Representative.
 - Life Cycle System Management.

- o. Competency 15. Identifies and secures material resources necessary for work accomplishment.
 - Resource Acquisition Workshop.
 - Contracting and Procurement Workshop.

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- p. Competency 16. Manages personnel to include identifying occupations and skill mix required to support the work, initiating personnel actions, developing position descriptions, interviewing and selecting employees for vacant positions, and developing staff competencies.
- Advanced Human Resource Management.
 - Interviewing Techniques.
 - Advanced Recruiting and Interviewing.
 - Effective Supervision Seminar.
 - Personnel Mediation.
 - Alternate Dispute Resolution.
 - Training and Developing Your Employees.
 - Negotiation Skills.
 - Mentoring Employees.
 - Violence in the Workplace.
 - Myers-Briggs Type Indicator Workshop.
- q. Competency 17. Supervises employees to include assigning work, monitoring work performance, providing feedback to employees on work performance, providing performance appraisals and interim appraisals, recommending awards, and taking adverse actions, as necessary.
- Same as listed in Competency 16.
- r. Competency 18. Monitors projects/programs to ensure they are completed in an efficient, effective, customer service-oriented manner.
- Evaluation/Assessment Techniques.
 - UCLA Extension Technical Management Program.
 - Practical Statistics.
 - Performance Measurement.
- s. Competency 19. Assesses/evaluates a program to determine its efficacy.
- Evaluation/Assessment Techniques.
 - Management Analysis.
 - Decision Making.
 - Analytical Thinking.
 - Basic Statistics.

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MANAGERIAL SUCCESSION PLANNING PROGRAM DECLARATION OF INTENT

To: Audrey S. Clark, Director, Human Resources Division

THRU: _____ (First Line Supervisor's Name)

From: _____ (Employee's Name)

Subject: Managerial Succession Planning Program Declaration of Intent

Date: _____

National Nuclear Security Administration Nevada Operations Office (NNSA/NV) Managerial Succession Planning Program is designed to train and develop GS-14s and non-supervisory GS-15s in managerial and leadership competencies required for supervisory GS-15 positions. Participants will be expected to complete training and development activities which will support this objective.

To assist the participant in tracking the program requirements, the Human Resources Division will establish a database which indicates to what extent the participant has accomplished required core training, activities, and readings. Additionally, the database will reflect the results of periodic competency assessments. The assessment results will be provided to the participants and to First Line Supervisors. It is anticipated the feedback from the assessments will be used to develop training and development strategies to best increase the employees' talents and to minimize any identified deficiencies.

The Managerial Succession Planning data for all participating employees who are referred on a Certificate of Selection for a GS-15 supervisory position will be provided to the Selecting Official. The Selecting Official will use the data as an additional piece of information in the hiring process; however, it will not be determinative of the ultimate selection. Those applicants who are not participating in the Managerial Succession Planning Program will have equal competitive rights.

Full program parameters are detailed in NNSA/NV's Managerial Succession Planning Program Manual. Participation in the program does not guarantee promotion.

I elect to participate in the Managerial Succession Planning Program.

Name of Employee

Date

I choose not to participate in the Managerial Succession Planning Program at this time.

Name of Employee

Date

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Attachment 4
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COMPLETION OF MANAGERIAL SUCCESSION PLANNING REQUIREMENTS

To: _____ (Training Manager)
THRU: _____ (First Line Supervisor's Name)
From: _____ (Participant's Name)
Subject: Completion of Managerial Succession Planning Requirements
Date: _____

I have completed the required activity, reading, or developmental assignment indicated below. My Supervisor's signature on the THRU line indicates satisfaction with my level of performance of this requirement. Please ensure it is added to my Managerial Succession Planning Program database.

Activities

Date

Readings

Date

Developmental Assignment

Date

Please contact _____ (telephone number) if you have questions regarding these requirements.

(Signature block of participant submitting request.)

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EQUIVALENCY

To: _____ (Training Manager)
THRU: _____ (First Line Supervisor's Name)
From: _____ (Participant's Name)
Subject: Request for Managerial Succession Planning Program Equivalency
Date: _____

I am requesting an equivalency for _____
(Name of course, i.e., Coaching Skills Training)
in the Managerial Succession Planning Program. The following justification is provided in support of the equivalency request:

Names of other courses, assignments, or activities, to include dates taken or completed which would support the request for equivalency.

1. _____
(Example: MA in Psychology, Agency Counseling Emphasis, University of Northern Colorado, May 1981)

2. _____
(Example: Communication Skills for Supervisors Course, June 1993)

3. _____
(Example: Providing Feedback to Subordinates Course, July 1995)

4. _____
(Example: Served as an Equal Employment Office Counselor with NNSA/NV from November 1996-October 1998)

Other pertinent remarks:

5. _____
(Example: Taught an Effective Listening Skills Course for Community College of Southern Nevada, August 1997-May 1999)

Please contact me at _____ (telephone number) if you have questions regarding this request.

(Signature block of participant submitting request.)